One and Two room rural Schools of Taunton, Middleboro, Bridgewater, Norton and Berkeley, Massachusetts. One and two room Sheridan, E. B. 1942 cop.2





# BOSTON UNIVERSITY SCHOOL OF EDUCATION

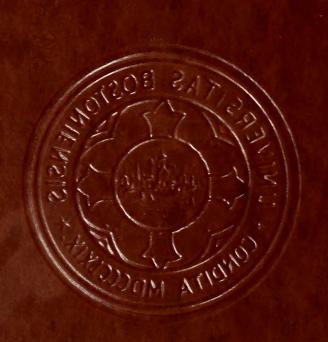
LIBRARY

Ed.

The Gift of Edward B. Sheridan

Thesis Sheridan, E.B. 1942

cop. 2



Thesis Sheridan E.B. 1942 cop 2

Stored

ONE AND TWO ROOM RURAL SCHOOLS

OF

TAUNTON, MIDDLEBORO, BRIDGEWATER, NORTON

AND

BERKELY, MASSACHUSETTS

A Thesis Presented for the Degree of Master of Education

by

Edward B. Sheridan, B. S.

Boston University
School of Education

1942

First Reader: Herbert Blair, Professor of Education Second Reader: Franklin C. Roberts, Professor of Education Third Reader: J. Wendell Yeo, Assistant Professor of Education

Baston University
School of Education
Library

School of Education May 28, 1942 22866

# Contents

# One and Two Room Rural Schools

	Introduction	1
	School Buildings and Equipment	2
	Lighting, Heating	4
	Ventilation, Seating	6
	Drinking Arrangements, School Toilets,	7
	Blackboards	
	Playground Apparatus, School Library	8
	Hot Lunches	9
	Suggested Equipment	11
	Neglect of Rural School	19
	Method of Procedure	23
	Score Cards	26
I	Sources of Material	30
	1. Letters of Inquiry	
	2. Rating Cards and Subdivisions	
	3. Score Cards	
	a. G. D. Strayer and N. L. Engelhart	
	b. Superintendents	
I	Survey	
	1. Sites	39
	2. School Buildings	40
	3. Classrooms	

Digitized by the Internet Archive in 2013

	a. General Description	
	b. Interior Walls	41
	c. Blackboards	
	d. Window Shades	42
4.	Closets and Storage Space	
5.	Cloakrooms and Vestibules	43
6.	Heating and Ventilating	
7.	Water Supply Systems	44
8.	Toilet Systems	45
9.	Cleaning System	
10.	Lunchroom	46
11.	Scores	
12.	Summary	48
13.	Plans	49
14	Riblingraphy	54

# One and Two Room Rural Schools Introduction

Many, probably most, rural school grounds are entirely inadequate both as to size and the nature of the plot of ground on which the house stands. It is quite common to find a school yard of less than an acre, and it often seems that the poorest land in the district had been selected for the site. The school lot is often small, rough and altogether unfitted for a playground. There is no place to play the ordinary games; and as for a baseball diamond, that is entirely out of the question. Certainly the welfare of the children was not considered when such sites as these were chosen.

In looking for a school site it should be remembered that it should consist of not less than two acres, so that there will be ample space for a baseball diamond and room on the sides for games for other children. The building should be set far enough to the front of the grounds, so that, while allowing for a good lawn on the side toward the road, there will also be plenty of room in the rear for the playground. The surface should be even, free from stones, and well drained.

There should be no trees to obstruct play. The suitable place for trees is around the sides or, for ornamental purposes, on the lawn in front. There should be well-rooted sod, thick and capable of with-standing the wear and tear of children's play.

No walks should run directly across the playground; at least not diagonally across.

# signal land mont to had end

their, products must be found to be a product of the place of the state of the country to be the country of the

or to the state of the state of

not design and on a company in a contract of the state of the property of the last the state of the state of

Jon Jasel de ibnobigale est maries elements des aluces affer est

#### School Buildings and Equipment

School buildings, like all forms of architecture, reflect the philosophy of the period in which they were built. The first American school was built for a single curriculum which provided for few activities. Consequently, the first buildings were the "box car" pattern, unattractive, inadequate even for a traditional program, and limited and meager in their equipment. Various plans have been developed in an effort to correct existing mistakes and to prevent new ones. These plans are as follows: (1) consolidation of small schools with large ones and the provision of state building aid for them; (2) state aid for the improvement and building of the small school; (3) the standardization of the small rural school through score cards, and the setting up of standards of varying degrees; (4) the provision by legal enactment for the approval of all plans and the acceptance of school buildings by the state departments of education.

The modern program of education involves many changes in school architecture. While few changes in school buildings are evident, as yet, the fundamental changes in philosophy and curriculum indicate that architecture in time will reflect both.

The present status of the small rural school building falls far below the ideal of the building constructed for a modern progressive program of education, as well as being inadequate for a traditional program. Knowledge of this status is derived from (a) the studies made by the United States Office of Education; (b) by the use of school score

#### Sampley Sur amidited loaded

Tokeny of the pariet in the state that are built. The three and tokeny of the papers in a pariet desired and the state of the state of

Joseph of Repute the south in the south of t

rel sifet politic londer from flame and in construction out of the facilities and and the facilities of the facilities of the facilities of the facilities of the facilities and the facilities of the facilities as for any best the facilities of th

cards; (c) through school surveys.

Modern education requires that the school become a three-fold combination -- a laboratory, a home for children, and a community center for adults.

In contrast to the old buildings, the schoolhouses that are built today have attractive exteriors. Porches are common. Besides adding to the appearance of the building, a porch provides a shelter in which pupils may pause in stormy weather to shake snow or rain from their clothing before entering the building.

The arrangement of windows has been improved. Instead of being spaced at equal intervals along opposite sides of the building, they are arranged close together in groups on one side and one end of the nearly square building.

The pioneer schoolhouse consisted of one room only. Modern rural schools have a number of rooms in addition to the main schoolroom.

These rooms are used as cloakrooms, kitchen, library, workroom, toilets and supply rooms.

Basements under the entire building are now common. The best arrangement is a rather shallow basement with the wall extending three and a half to four feet above the ground level. This gives space for basement windows sufficiently high to admit light enough to make the basement a pleasant room. In many schools the basement is partitioned off and serves as kitchen, workshop, playroom, furnace room, and fuel room.

. meserus Iconos doposide (n) cables

Todorn admostion requires that the sound theore a three-rold sonthatton -- a laboratory, a sone for children, and a community conterfor adults.

In numerical to the old buildings, the secondaries and leading to the secondaries of the secondary base attractive extending a porce provider a shelter in which the time appearance of the building, a porce provider a shelter in which picular may page in stormy weather to shelp show or rain from their visiting before extering the building.

The arrangement of mindows has been improved. Instead of tolers are seasond at equal intervals along apposite alias of the teliding, day are arranged along temperature to provide on one aid and one and of the rearry opening.

The plocase moiseless of coord or one con only little to the main modeless.

And a room are used as closkrooms, blocker, library, workroom, tellers and another come.

densions in a rather the militar bisiding are now sensor. The first contract of the biside density three collections and a fact that the biside density of the collection of t

# Lighting

Much attention is now given to the proper lighting of schoolrooms. The space between windows should be very narrow. The window sill should be as high as the heads of the pupils as they sit in their seats. The windows should extend nearly to the ceiling so that plenty of light may strike the ceiling and be reflected down upon the desks of the pupils. It is generally agreed that the glass area of the windows in the main schoolroom should be equal to one-fifth or more of the floor area. The front wall of the room, the one faced by the pupils as they sit in their seats, should have no windows.

All windows should be supplied with adjustable shades. The old plan of placing a roller shade at the top of the window is not good as the best light is that which comes in at the top of the window. The best arrangement is to place the roller at the bottom of the window. With this arrangement the shade can be raised to cover as much of the window as necessary.

mans are of the bot oly type with her

# Heating

The unjacketed stove is found in very few rural schools that have been built since 1920, but in some of the older ones it is still in use. This type of heater is unsatisfactory as it radiates heat in all directions but no very strong currents are set up.

The next best type of heater for rural schools is known as the room heater and a great many rural schools are equipped with them. Where this type of heater is to be installed, the chimney is built double with

# pelification of the last

The appear between aindown thought to worp marrow. The strate all about the appear the appear to strate and a strate and as the page of the pight as the strate and a strate and as the pight as the page of the pight as the strate and a strate a strate and a strate and a strate and a strate a strate

the windows which he supplied with adjusted by conduct. The old proor placing a reliar ances at the top of the windows the best
been light to that which came in at the top of the windows. The best
errangement is to place the relies of the bottom of the windows with
this arrangement the shade can be raised to cover as took of the windows
as measure.

# pal rance

near sand alonger, terms upt year in board of evode becoming and .

- even if filling at 22 states rather but it is about it fast, OSEI made stips amod - could file at Jack specialists fil as year alonger at grades to one; which there we want to a second along the sand about the could be a produced to the could be a

The cost best type of method for rural schools is looms to the room best to the cost of th

a partition separating it into two chimneys. One of these is to carry off the smoke and the other is to remove foul air from the room. The heater should be placed in one corner of the room out of the way.

This type of heater consists of a specially built stove with a jacket around it, extending from the top of the stove to within eight or ten inches of the floor. A large pipe, twelve inches in diameter, extends from the inside of the jacket(near the bottom)out through the wall of the building. This pipe is for the purpose of drawing fresh air from out-of-doors into the jacket, where it is heated and becomes part of the circulating air of the room.

Near the floor of the room should be located a foul-air outlet which connects with the foul-air duct in the chimney. This opening should be ten or twelve inches square and should be covered with a screen.

Many rural schools are supplied with a basement furnace and these, of course, are to be preferred because they leave the schoolroom free from the unsightly heater and thereby provide more space in the room.

Most of these furnaces are of the hot air type with hot air pipes leading from the top of the jacket to registers placed in the schoolroom floor or wall. The cold air ducts lead from the floor down to the bottom of the jacket.

The heated air rises from the furnace and enters the schoolroom at the top and presses down the heavier air below which enters the cold air ducts and is carried to the furnace to be heated -- thus a circulation of air is set up.

a pertition coverabled to late. two obtainers and the collect from the sold the collect from the collect fro

This type of imader accounts of a specially builty above the series of the transfer of the series of the series.

deline follow alter took a betweet of blooks mean edd to notify and rasks of blooks policy alid? Appendix out at the bound of blooks against actions of blooks has namely a second artists on out

ingravial accounts are expelled miles and format formation and the second frame of the second formation and the second formation and the second formation and the second formation and the second formation are of the net along the type with het air place leading from the top the formation for the file formation and the second from the file of the policy of the file from the file floor form to the bottles of the file file formation and from the file of the bottles of the file files.

blos mit status della valid tin talvand min menera tin patent edit

-district a sold -- color and od examini tot od balvino al ban adaul tin

-district a sold -- color and od examini tot od balvino al ban adaul tin

-out talvant of the sold tin talvant tot od balvino al ban adaul tin

#### Ventilation

The purposes of ventilation:

- 1. To remove odors and impurities from the air in the room.
- 2. To keep the air in motion.
  - 3. To supply moisture for the air.

Window boards are recommended for rural schools. These boards are as long as the window is wide and are about eight or ten inches in height. When the window is raised, these boards are placed on edge in the opening and the window is shut down on them. The fresh air then comes in between the upper and lower sashes making a draft impossible.

In the jacket heater and furnace, there is a container for water which supplies moisture for the air. These should be kept filled at all times.

#### Seating

The adjustable types of seats and desks are preferable. In seating children in the classroom the younger children should be seated nearest the windows as they are just learning how to use their eyes.

The seats should be placed in the room so that the windows are on the left side and at the rear of the room as the pupils sit in their seats.

It is recommended that the desks and seats be movable so that they may be placed in different parts of the room as a help in teaching different subjects.

# an orallabasi.

snoughland to kategong on?

i. To receiv ofore and impuribles from the air in you received

I, To long the air to me lone

at it supply whilebure for the sire

where we are except as wise and are about eight or wer inches in neightan long as the eight of where are about eight or wer inches in neightthere where is related, these boards are placed in ongo in the content
and the eight of white and on them. The fresh air then comes in infrarent
the upper and lower resides raiding a depth is depth of the content.

in the passent hander and impact, there is a supplied for rotar anapplied at the bullet and anapplied at the street and the street. These anapplies and the tops will be supplied at the street.

# gultma

The enjugated a street of sents and donks are preferable. In seating out the standard as they are just learning now to use their system.

The seeks should be placed in the room as that the single of places are the first one of the seeks of the see

It is resommended that the course and seats to memble so that they be larged in tending of the room as a help in tending

#### Drinking Arrangements

In schools where water is easily accessible a bubbler drinking fountain is desirable as this does away with the use of individual drinking cups. Whatever kind of water container a school uses, it should be thoroughly cleaned at frequent intervals.

#### School Toilets

There are still a great many of the old outdoor toilets in use in rural districts. The majority of buildings erected since 1920 are provided with sanitary indoor toilets. When inside toilets are installed, thought should be given to their location. They should be as secluded as possible, but should be so located that the teacher can have supervision over them at all times. In order to prevent odors, the air vents should be unobstructed and should open well above the roof.

If outdoor toilets must be used the sanitary septic-tank toilet is the best type and has proved highly satisfactory. If specifications for this type cannot be obtained from the state board of education, they may be had by writing to Iowa State Teachers' College, Cedar Falls, Iowa.

#### Blackboards

The best blackboard in use today is slate sawed into slabs and given a smooth finish. For rural schools the board should be four feet in width, and should be placed not higher than twenty-six inches from the floor to enable the small children to reach it.

A chalk tray at least three inches wide should be placed along the lower edge of the blackboard. There should also be an ample supply of

#### adventage agency and a desired

In solve to desirable on this door was with the use of delicate delicated at the case of delicated at the door was altered at the door of the door of

# science fooden

remed claration. The important of the old envisor reliefs in our . The remediate of the contract of the contra

of Saffet Annielland gravitation and hear of rion stellar mondays in application and the test and the spin and the safet and the

# ar associated

at seal rank allegate the rest would be a seal and a four feel to seal rank and allegate the seal rank and seal and allegate the rest and allegate the rest that the places are the seal and allegate the rest that the seal and allegate the seal and allegate the seal and allegate the rest that the seal and allegate the se

not goods beenig at bluous white amount sould cased to your allow a. To player shipes on od cale bluous aren't ibrandically and to order remoit

dustless crayon and noiseless erasers on hand.

#### Playground Apparatus

Richmond in his bulletin on <u>Rural School Playgrounds and Equipment</u> writes as follows:

"The following equipment for the average one-room country school is suggested:

Two playground baseball bats; one pair of jumping standards; one sand pile; two seesaws; two swings; one turning bar; one volley ball, net, and posts; six bean bags for indoor use; one Games for the Playground, Home, School, and Gymnasium, by Miss Bancroft, published by The Macmillan Company."

The preceding list includes the minimum equipment and apparatus that should be placed in every school.

# School Library

The volumes considered essential in a school library are a dictionary, an encyclopedia written for elementary grade children, and an upto-date atlas. The collection should also include ready reference books, especially the World Almanac, and a book of quotations. Books of nature study, travel, and life in foreign countries, and individual biographies of great figures inspiring to youth and written especially for children should be included in every efficient library collection. Modern and classic fiction should also be made available. Periodicals and magazines

.bost no breases medication has covered assistant

# AND PERSONAL PROPERTY.

Interesting the absorptional limits found to miselful win at headful by outline

at feeter virtues more on spraya and not consider painties but "

Ten playered hashed laster une sein of justing standard to the color of the last to the tent of the last to the color of the last to the l

and stanger that throughops contains out solutions that it all notherous out for the grown of breakly of black delt

# School Library

-middle a suspended for all alternates for alternates and interest and on again, and an again, and an again, and an again, and an again alternates and and an again and again again and again ag

and, if possible, a daily newspaper should also be part of the small library.

A permanent place for this modern laboratory, the library, should be provided. Of course, a separate room or alcove is to be preferred but if these are not available the most satisfactory solution to the problem is to set apart one corner of the classroom as a "library corner". Adequate equipment for the library corner can be secured at small cost. There should be book shelves low enough for the smallest child and a reading table and chairs for the use of primary children.

### Hot Lunches

No activity at a rural school presents a greater problem in management than the noon lunch. The good resulting from a supervised lunch period and a hot dish may be summarized as follows:

- 1. There will be better order in school.
- 2. Pupils' health will be improved.
- 3. Eating at recess will not be so common.
- 4. The school work of the pupils will be improved.
- 5. The pupils get some training in table manners.
- 6. It is easier to keep the schoolroom clean.
- 7. Cooperation between the home and the school is encouraged.

In addition to supervising the noon lunch at school, many teachers make it a practice to serve a hot dish. The plans for preparing the hot dish, vary considerably, but the following plans have been tried and found successful:

and, if possible, a delly newspaper should also be part of the mail

provides. Of course, a separate rose or alogre is to be profered buy provides. Of course, a separate rose or alogre is to be profered buy from the seasons are not evaluable the most estimated by solution to the problem is to an equity on the slaveron as a "library outser", and quare equity on the bose shelles for the seasons at mall costs. There example to the seasons at mall costs.

#### syncost soli

No monivity at a rowal could present a gracter problem in campament than too does now hope of the row is constituted as follows:

- . Looke at years rested ad like exact . I
  - abovertal and the other callers as
- anderso or of for ille associan galfal .b
- d. The women work of the pupils will be incremed.
- the pupils git now weather in table married.
  - to it to senter to long the sometrons nimes.
- T. Comparation at locales and has been the according to

in admitted to supervising the noon lates at school, many teachers and the first to serve a not dish. The plane for propering the tot dish wary considerably, the the following plane have been tried and found supervision.

The School-Cooking Plan. By this plan the food is prepared and entirely cooked at school. In schools that are equipped with oil stoves and a supply of cooking utensils, the problem is not difficult.

The Mothers' Cooperative Plan. This plan has been very satisfactory in a great many districts. The mothers in the district take turns in preparing a hot dish for the school. The food is cooked at home and just before noon is taken to the school and served.

The Cooperation of Pupils. Training pupils in cooperation is one of the school's duties. Serving a hot dish at school provides opportunity for this training. Where this plan of cooking food at school is followed, the pupils do the work of preparing the lunch as well as clearing away afterwards. This training received at school enables them to be more helpful at home.

£

The february state of the state of the state of the property and activate and activate and activate and activate and activate and activate and activates and activates and activates and activates.

the Very and Compared to the senters in the discrete bate there and just a process to book a more and just parties a book of a post of the course and just before a new or a post of the course and server to be the course and course and server to be the course and course and server to be the course and c

The countries of the country country property of the company of the country of th

#### A List of Equipment Suggested for the Small Rural School

#### Equipment Kept Mainly in the Classroom

- Movable desks, table style, in five sizes (22", 23", 24", 25", 26").

  All tops should be 18" x 24" and entirely flat, with edges and corners slightly rounded.
- Chairs designed to promote comfort and correct posture. One chair for each child's desk and extra chairs for library table and class circle should be provided. Five or more sizes (12", 13", 14", 15", 16")
- 3 teachers chairs for teacher and visitors
- 1 teacher's desk kneehole office type having two or more drawers fitted with locks.
- 2 boards 18" x 6' hinged to sidewall so that they may be raised and supported by locking-elbow type hinged braces to provide extra table space or dropped out of the way like a drop-leaf table.
- 1 sand table, 24 " in height, for primary children

Blackboards with chalk trays

Blackboard erasers

Chalk, dustless for children's use and soft for teacher's use.

2 - bulletin boards

Globe, wall maps - world, continents, state, county, United States.

Noiseless ventilated wardrobes.

- 1 steel filing cabinet, standard office size, with file cards, folders and exvelopes.
- Cupboard space for all books, supplies, and children's projects. The well-equipped school will need at least 120 feet of library and book shelving and 60 feet of deep shelving for paper and supplies.

Flag and staff

Hectograph(or ditto) pans

# A Link of Doutgood for Bank for Sungfood to dail A

# Stolesant hard hatmany to the Characters

Marked dealer, table style, in 15ve sizes (25°, 25°, 26°, 26°, 26°, 26°).
All tops should be 18° x 26° and vatiraly flat, sith odges and

2 - beachers chairs for beacher and whitees

I wearher's deak - kneered office type naving two or vore drawers

1 - word bedde, 26 " in believe, for pricery obliance

agend Minds of the appropriate

Blackbreen streets

Chalk, dusbless for calldres's use and acit for tessist's use.

sirened midelled - S

diobe, wall maps - world, doctionate, state, county, United Elabor.

. Endorbyer bedeligner scales lat

I - speed filling contrast, standard office size, with file cards, folders

but transfer to see 1 22 fermi on boom file former begginge-flow

That has sail

mang (middle en)Agergomen

Hectograph refill

Pencil sharpener

Pointer

Thermometer

Clock

Typewriter

3 - waste baskets

Teacher's rubber type chart printing outfit and stamp pad

Health cards

Permanent record cards

Teacher's plan book or desk file

Fire extinguisher

#### Library Supplies and Equipment (Books not included)

- 1 (steel filing cabinet also listed under classroom equipment) book cases or shelves within easy access of children
- 1 library table and chairs for small children (round type)
- 1 library table for larger pupils
- 12 book ends
- 1 desk card file or steel card cabinet
- 1 accession book

Shelf labels (or Scotch tape and paper scraps or thumbtacks and paper scraps)

Book pockets (or heavy paper)

Loan cards

Filing cards

White ink

Lifter doragonal

roomgrade Lincol

sánto T

Thornwheether

Okook

Typherritter

adequate advers - 5.

Descript a region tops obset printing orbits and class pad

Bearing perrie

String brought discount

Toursey's plan book or deak fills

THE RESIDENCE PORT

# (Dobgiont den school) description bes authors come in

does (descripe excesses sold and a demine garden leads) - I

1 - library calds and simire for eachl children (round type)

I . library table for larger pupils

IL - beak ends

femidae buss feeds on ell' buse sand - I

sion and whom - I

dente property of the party to see and the seek of the property of the propert

(topol (or nearly pager)

Miles outling

Filler verde

and notion

India ink

Librarian's lettering pens

Sponge

Brush

Colorless shellao

Transparent adhesive tape

Gummed sewed tape - for loose pages

Gummed mending tape

Gummed binding tape

#### Equipment and Supplies that should be in the Furnace or Fuel Room

- 1 furnace or jacketed stove with approved properly installed fresh air inlet, foul air outlet, stovepipe, and chimney, and humidifier
- 1 stove poker

Concrete floor of zinc sheet underneath stove or furnace

Fuel room (near stove or furnace) of sufficient size to hold the year's supply of fuel

1/2 cord of dry kindling wood

2 cords dry wood (more wood and less coal in warm climates)

- 4 12 tons anthracite coal (depending upon climate, size of building, and efficiency of stove or furnace and janitor or teacher. More will be required in very severe climates.)
- 1 shovel

# Equipment and Supplies for Entry, Coatrooms and Toilets

Teacher's coatroom equipped with rod, coat hangers, hooks and hat shelf.

Children's coatrooms (Noiseless, warmed and ventilated wardrobes)

Rods

Coat hangers-for each child

sint altini

serve gaircover a malragable

epone of

day-15

Colorades subline

Transport adhesive tero

Outside named tend - For loose pages

Samuel mending tempo

Coursed blicking tage

# good law's to scannot said at od bluoda daid antiquet has described

I - Impace or jenorodd store with engroved properly installed from air

redog sveds - I

Coursels There of the shop undersed show or furness

Twee room (rear stown or furnace) of sufficient olic to hold the year's

bow gutlboid geb to been Saf

(netarile warm of lede and one boom eyes) how yet alree 5

and ellicitions of above or furrace and junitor or concher. More and it to be required in very covere climates.)

levels - I

willow has assertated from not satisfied has been by

Trade to describe adolest of the code pagers, hooks and bet shall.

(assorbiam bedelismer has bearing, mestosion) apportant a testification

phot

Cont hangers-for each child

Hat shelf or rack - space for each child

Rack for rubbers - space for each child

Umbrella rack or drip pan

- 1 door mat
- 1 outside flag
- 1 school bell

#### Equipment Where Running Water Is Installed

- 2 flush toilets boys' and girls' separate low toilets or curved foot stools for convenience of small children
- 2 lavatories (low enough to be reached by all unless footstools are used by smallest children
- 1 drinking fountain
- 1 sink

#### Equipment Where Running Water Is Not Installed

- 1 Water pump. Eave troughs and fittings
- 1 distern or storage tank for rainwater
- 1 sink provided with straight drain pipe leading to rock filter and drain bed or cess pool
- 1 stone jar for drinking water
- 2 water pails
- 1 wash bench
- 3 wash basins
- 2 chemical toilets properly installed or ventilated open-pit toilets suitably concealed
- 1 cess pool, septic tank, or approved drain
- 2 mirrors placed at height convenient for children's use

M

bitto done tol cooks - Sont to black ded

Luga for rubbors - space for each oblic

man quit to door allered!

- deer meeb I
- gal's ablatus I
- Ifod footon I

# head open there forming maker Is installed

- Downso no adelled well elegant and cirls appearant of aculture or converted and the state of converted or state of the converted or state of the converted or state or converted or state or converted or state or converted or state or converted or conv
- 2 lavgbories (low coough to be received by all unless footscools are
  - alastrating formula I
    - Ante 1

# Bolladent Too al recent pulnul execut described

- 1 Water pump Park troughs and Pittings
  - relativistics to be about the later of the l
- 1 sink provided with straight drain pipe loading to rook filter and drain bed or seas gool
  - I seems gar for dringing mater
    - allog wedner L
    - damed forw I
    - solitari Samo B
- adelled Jin-mage betalliner's beliates tyragety aralle laterale 2
  - I cess post, sorbic take, or approved drain
  - one a moraline not opensever office of backly sworthy 3

- 2 toilet-paper holders soft tissue toilet paper
- 1 paper towel holder paper towels
- 1 liquid soap container

# Supplies and Equipment which should be found in Janitor's Room, Tool, and Supply Closet

- 1 eighteen inch long handled floor brush
- 1 fourteen inch long handled floor brush
- 1 counter brush
- 1 heavy broom
- 1 light broom
- 1 heavy dustpan
- 1 window squegee with both short and long handles
- 1 large wash basin
- 1 mop
- 1 mop pail and wringer
- 10 yds. cheesecloth for dusters
- 1 ten-foot step ladder
- 1 long handled coal and snow shovel
- 1 axe
- 1 hatchet
- 1 coal hod
- 1 ash sifter
- 1 incinerator
- 1 lawnmower
- 1 garden rake

27

under tellete and the - modern representation - c

afront yages - wahles found toping - I

partners goes blopic - 1

# Depulling and Equipment with a should be found in Junisor's Room, Sool, and

daired wooll heffmad youl dant newlegge - I

dered roof look and look brush - I

stated federate a relate

I - Miny Lead

L - light broom

neghant yeard - I

reflered gent her wrote need their seguipe soluby - I

alone four agent - 1

der - r

1 - nop pail and owinger

10 year more replace for despute

Santal quie dest-cel - I

ternia wors bas inco ballant paol - I

DAR - I

denodan - 1

bos Isno - I

rates and a P

A Commence

MANY SUPPRESS - I

- 1 hoe
- 1 garden trowel
- 1 pr. pruning shears
- 1 long handled pointed shovel
- 1 stove shovel
- 1 barrel soft wood sawdust or sweeping compound
- 5 gals. of floor oil
- 1 qt. mineral oil or furniture polish
- 2 qts. clear ammonia
- 2 qts. compound solution of creosol or disinfectant
- 100 lbs. lime or chemical recommended for type of chemical toilet in use
- 1 qt. ink bottle with filler top ink or ink powder
- 1 fireproof metal container for oiled dust cloths
- 1 pr. rubber gloves

Extra window glass and putty

Extra fuses and electric light bulbs

## Playground Equipment for Outdoor Use - Other Essentials

- 1 sandbox 8' x8' x 10' deep for primary children
- 2 cubic yards of clean sand
- 2 soccer balls
- 1 ball bladder (extra)
- 1 bicycle pump
- 2 indoor baseballs
- 1 bat
- 1 catcher's glove

- sad I
- I com as . mabring I
- I mr. produc ciones
- levada besuton believe godin- I
  - levois, erors 1
- howomen pulguers so Janissa book fire Lyrind I
  - fits world to . white o
  - dallog werthruft to its farmir of I
    - a transa vivolo-, sip. 5
- Juston'intelle no foreero le seleufos buycomes .see &
- new of Selled Cookenio to wood tot Schanemoon Inchesio to mail and tot
  - I gt. tak battle with rillier top law or tak powder
    - 1 Parestone metal sommainer for oller dues tooken!
      - I or. robbut clows
      - Store but stale warne article
      - affor next orefeate has send seize
  - Plantanual Equipment for wondoor due Other Essentials
    - L sandler of ad' a 10' days for releasy calldren
      - pour mois to pirry plon 5
        - aline uscau 8
        - (woten) rubbald flad 1
          - gray alogalit 1
          - willedges | tophel 5
            - dad I
            - ovola stanions 1

2 - 3 swings

2 - see-saws

Rope

3 - rubber balls (3", 6", 16") for primary children

Shade trees

Drained play area - as level as possible

Parking area

Garden

Fence if traffic hazard is present

Outdoor table and benches

#### Indoor Play Equipment

Primary children's corner featuring a set-up for (1) rest, (2) educative self-checking seatwork, and (3) quiet self-amusement as follows: couch, double bunk bed, or comfortable cot or bench

washable rug

blanket

hassock, ottoman, or upholstered footstool

materials for building

primary work table with linoleum top

oupboard space for books, materials, games, tools, etc.

games such as dominoes, ring toss, jigsaw puzzles, etc.

materials such as clay, enlarged beads, colored sticks, counting blocks, crayons, paste, and paper

playthings such as washable toy animals, dolls, doll dishes, peg board, erector sets, etc.

synthetic 5 - 5

WINDSHAME - S

BOOK

northic quality vot ("at . "b . "?) allow redder - 5

seems sheets

eldsoner as level as - arm bulg boulers

Perking area

omboan't

common at brazal sirrara is adol-

sectioned and place toobsite

### Indoor Flag Designant

aridaces (8) does (1) red queta a saturate a content of and (8) events and (8) quies soir-ammended an follows:

now of the land

sheet and such

Langerton berodelegge to pressed coopera

reteined for aletican

por speciall dely older from granting

complement appear for hocker andertake, rement, busine, one-

and and an der laces, when the little passion, one,

anishmos , sanis benefor , shoot beats, colored solotes, countries

play sidings such as weedness toy saimals, dolla, doll dishes, pag

#### Supplies and Equipment Used Mainly in Industrial Arts

Work bench planned to hold all tools required in the small school.

Vice Lovel

Hammer Saw

Screwdriver Coping saw

Bitstock Coping saw blades

Bits Compass saw

Pliers Assorted round headed screws, sizes 1-12

Wire cutters Nails, sizes 1/2", 3/4", 1", 1 1/2"

Steel square Brads - 1/2"

Chisels - 1/2 inch and 1/4 inch Glue

Gouge - 1/2 inch Soft wood

Dividers - 8 inch Needles, pins, safety pins, thread,

thimbles, hand loom

Model airplane outfit (patterns, wood

Linoleum scraps glue)

Some (fresh lence etce Tyong) Raffie

Soaps (fresh, large size Ivory) Raille for carving

Turpentine

Passe Partout binding

Lacquers or enamels - variety of colors

Varnish

5 gal. crock to hold clay

Brushes for painting with lacquer and

Warp - colored and white enamels

Rug wool - variety of colors Set of tools for block cutting

Curved steel weaving needles

Fiber weaving shuttles

Cold water dyes

Clay

## coal farmingal at winter hast drawytoni has colleged

.focies flow and at bestuper after the blue of beneate dead deed

Love

or in larger of

You day 17

-WATER

mana

Brodden william

Secret Source

mann err - attention

Seege - 1/2 Laci

Division of which profit

nest.

CONTRACTOR OF THE PARTY

----

NAME AND ADDRESS OF THE OWNER,

Pages Partect Mading

5010

this him to home alay 0

solve our proples - des

amiles to water - lucy mit

selbest garrent faire bures

estande marina entre

Angle rooms bich

1000

week automoti

unhald was nation?

DAMPING BEING

II-I santa assente belief baron befronch

belle, state 1/2", 8/4", 1", 1 1/2"

Mile where

77-

Dam Fig

instinct, plan, and or plan, prese,

boir , arresting) filters minigale lebel (mily

Conty

and the second s

882075

became for painting with ladguer and

Surpayed needs for Floor to and

#### Neglect of the Rural School

In 1931-32 it was found that 90 per cent of the graded and 78 per cent of the high schools were rural and approximately half of the children of the United States attended these schools. Only two-fifths of the national expenditure for public schools was spent on schools of this type. This restricted expenditure suggested a restricted educational program and, since the restriction occurred in rural areas, it indicated an inequality of opportunity for rural children at many strategic points.

There are many ways of developing educational standards but the four criteria most often appearing are: (1) the length of the school term; (2) the estimated value of property per pupil enrolled; (3) the average yearly salary of the teacher; (4) the cost per pupil in daily attendance. The 1931-1932 Biennial Report of the United States Office of Education throws light upon these points. According to that report the average length of the urban school year for 1931-32 was 181.5 days, whereas the average length of the rural school was 159.9 days. The estimated value of property per pupil enrolled in an urban school was \$353, while for rural pupils it was \$143. The average yearly salary paid the urban teacher was \$1,951 while the rural teacher received \$930. Salaries of urban teachers were thus twice as large as those received by rural teachers. On a basis of a minimum salary of \$1000 a year, the average salary for city teachers in all but two states equalled or exceeded this amount, but in only twenty-three states did the average salary of rural school teachers equal or exceed \$1000.

## longed Langet out to toolped

The salary of the teacher, plus other current expenditures, plus capital outlay, made the cost per pupil in daily attendance in the city \$108.93 as compared with an expenditure of \$64.39 per pupil in the rural schools. By all the standards of measurement, the rural schools in comparison with urban schools ranked low.

Educational inequalities created by inadequate financial support have always been characteristic of small schools located in rural areas of the United States. A recent study covering seventy years of educational history in rural areas contained this statement concerning one source of inequality of the rural school — the rural teacher. "Salaries remained consistently low throughout the study, ranging from an average of \$180 in the early part of the study to \$883 at the close of it. The rural teacher of 1930, like the rural teacher of 1860, was the youngest, the most inexperienced, the most unstable, the poorest trained, and the most poorly paid of any teacher in the profession."

Another way of measuring the strength of an institution is to guage its ability to withstand the pressure of a national calamity. By such a measurement the small schools make a poor showing, as is revealed by a study of their reaction to the shock of the World War, and in recent years, by their low status during the years of the depression, 1930-5.

All of the schools of the United States suffered during the late depression, but the small rural school suffered most. In 1933-34 the Joint Commission on the Emergency in Education of the National Education Association

The call of the companies of the color of the cally attended the the city of the call of t

care to each language of the state of the second of the state of the state of the care of

Another way of entering the strongth of an institution is to grow and the first the strong of the st

and the Department of Superintendents announced that more than a million rural school children in the United States were being denied educational opportunities. Nearly all of these children had been enrolled previously in small rural elementary schools. In 1933 - 1934, 110,800 school children in the United States were denied opportunity to attend any school; 35,750 children attended school less than three months; and 914,500 children had six months of school or less. All of these were children served by the small rural school. Mr. W. H. Gaummitz of the United States Office of Education, estimated that approximately 29,000 rural schools were operated during this period with an abnormal lack of equipment and supplies, and that about 27,000 buildings were lacking essential repairs.

Various sociological and educational efforts have been advanced to relieve the rural problem at its most distressing points. These were:

(1) a back to the farm movement; (2) state educational surveys and campaigns which led in many instances to the passage of laws which brought about longer school terms, better attendance, and the building of more adequate school buildings; (3) definite standards set up for the rural school; (4) more centralized responsibility and professional administration and supervision; (8) more equitable distribution of funds and special aid for weak schools; (6) the consolidation of small schools into larger educational units; (7) requirements of specialized training for the rural teacher.

The consolidation of small schools into larger units was the plan that promised the most for rural schools and the movement has been popular

resulting a second obtained in the Control of the second bear of the second of the second sec

relieve for two ties from envisance; (2) state viluestional sorrege and nonpolice which to the from envisance to the passage of laws which brought
about longer source terms, before absorbance, and the beliefing of sorre
thequals source beliefings; (3) definite abundants act up for the rural
actions and supervising; (5) definitely and professional availables.

It was not supervising; (5) now equificable distribution of funds and special
all for want source (5) now equificable distribution of funds and special
all for want source; (5) now equificable distribution of small concellent
and for want source; (6) the consolitation of small concellent
and concellent.

cally side new relieu regral cours alocate alocate from not state best set of the popular

and rapid. Since 1917 it has been the cause of eliminating 4.000 small schools per year. In spite of this fact, however, there are certain factors which give the small school importance and significance. The small school is a persisting institution. This is evidenced by the fact that there are still remaining in the United States 138,542 oneteacher and 24,411 two-teacher schools and that over 50 per cent of all . the school buildings in the United States are housing schools of less than three teachers. At the pre-depression consolidation rate of 4,000 schools a year, authorities estimate that forty years would have bo elapse before all the small schools can be consolidated. Rural sociologists and educational authorities prophesy that such complete consolidation will never be possible in the United States as long as people live in areas served by some 100,000 one and two-teacher schools which exist because of population density and topography. A consideration of these factors leads one to the conclusion that the original educational pattern of an agricultural era will probably persist in an industrial civilization. Since it seems destined to serve large and significant numbers of American farm people, special study should be brought to bear upon its peculiar problems to the end that the democratic principle of equality of educational opportunity for all of the children of all of the people may become a reality rather than an idealistic dream.

#### Method of Procedure

Letters were sent to supervisors of elementary education who are also supervisors of rural schools in most states, requesting a copy of plans of one and two-room rural schools that are approved by the State Board of Education. Altogether, letters were sent to thirty states and the answers received included plans approved by the different boards of education and in other cases rural school bulletins were received which gave a rating card by which buildings in that particular state were scored.

These rating cards usually were divided into six sub-divisions, as follows:

I	Grounds and Outbuildings	100 points
II	The School Building	180 points
III	Equipment	200 points
IV	School Library	110 points
٧	Teacher and School Organization	310 points
VI	Community Cooperation	100 points

The score for a perfect building is one thousand points.

In scoring the buildings of the six towns listed in the title, two types of score cards were used -- one devised by G. D. Strayer and N. L. Engelhardt. This rating card was divided into five main sub-divisions, each sub-division included material or equipment that should appear in or about a modern school building.

### Markey of Proceedings

The process of the second state of an anti-companies of the constitution of the state and anti-companies of the state and anti-companies of the state and th

resultances, service posterio and allegate of the six ordering order

agaridlected has absented. I

agittled looms are il

Treatment and All

Constant and Saloot Overstand &

W. Garmanico Googerables

similed Off.

100 paints

The secret for a person building of the wire threat in the tirle, the is secret to the buildings of the wire threat in the tirle, the types of makes the total of the tirle of

#### Sub-divisions

I Site

II Building

III Service System

IV Class Rooms

V Special Rooms

The other rating card used was devised by a group of superintendents.

This was divided into the following sections and sub-sections:

Building

A General Construction

Thirteen sub-sections given

B General Condition

Fifteen sub-sections given

C Lighting

Eight sub-sections given

D Heating and Ventilation

Nine sub-sections given

E Sanitation

Seven sub-sections given

F Cloak - Rooms

Seven sub-sections given

G Closets

Three sub-sections given

Grounds

A Size, Location and Condition

Four sub-sections given

analatria-dat

634E I

TI BULLELOW

modest activate fit

ascent wants Vi

Machor Latesque V

. stockendulunges le quoin and bestrok use from him politer nicht add remidens-des bes anothers introlled and ord ordered and side

L Constal Senstruction

merly amifendant mateful?

moletime Laurence B

Michael and continue civer

matthews of

Bight automobicas afrail

D CHECKER and Ventualities of

merly histons-dis will

E Centraction

payly contributed as all

entrol- Sept 1

merty and dema-dis devol-

Reference D

There solventhions place

### bbusie's

continue and realistic and

B Appearance

Three sub-sections given

C Playground Facilities

Six sub-sections given

Educational Equipment

A Furniture

Five sub-sections given

B Blackboards

Five sub-sections given

C Text Books and Supplementary Supplies
Thirteen sub-sections given

D Miscellaneous

Twelve sub-sections given

The perfect score of each section was listed as:

Building 505 points

Grounds 135

Equipment 360 "

Total 1000 points

Sample copies of each type of rating sheet used are given on the following pages, and it should be noticed that each item has a standard value and an assigned value that is to be given by the scorer.

venteringa à

Three sol-mantimum clies

C Playeround Inclification

newly employee-dos min

Scongluph Itemateauth

h. Fundimes

Nive sub-sections gives

Barmononia 5

Pire sub-sections given

Tint Books and Supplementary Supplies Items

mreensifecter J

Twelve sub-conficus given

can bedelf has notdeen note to stone decised out

galbiti

ab word

80.00.00

Named Interest

W COX

Isrov

adming Quois

Supple supples of sech type of initial state to be place on the following pages, and it should be noticed that to be place has a standard value and an acalgue; value him is to be place by the

#### Score Card No. 1

Name of School		District	Village	
Date Scorer	State			
Enrollment for a 5-y	vear period	Average	daily attendar	nce(5-year period)
Year				
Boys				
Girls				
Total				
	0	First	Second	
	Original	Addition Addition	Second Addition	Total
Cost of Site	\$	\$	\$	\$
Length of Site	ft.	ft.	The second lives and the second lives are a second lives and the second lives are a second lives and the second lives are a sec	ft.
Width of Site	ft.	ft.	Name and Address of the Owner, where the Person of the Owner, where the Person of the Owner, where the Person of the Owner, where the Owner, which is the Owner	ft.
Area of Site	sq.ft.	sq.ft.		sq. ft.
Cost of Building	\$	\$	\$	\$
Year of Construction		01	01	
Length of Building	ft.	ft.		ft.
Width of Building	ft.			ft.
Area Occupied by Building	sq.ft.	sq.ft.	sq.ft.	sq.ft.
Chief Material Used Number of Stories				
	Ct.	CL CL	ft.	ft.
Length of Playground Width of Playground	ft.	ft.		
Area of Playground	sq.ft.	sq.ft.		
Percentage of Site Used For Lawns & Landscapes   Building		reation	Gardening	Total
%	%	%	%	%
Name the kinds of playgroun	nd apparatus a	nd number of	each	
List the attractive feature the unattractive and unsani		To the same		
Travel: Distance from neare third nearest rural school Cite evidences of general of Highways  Progressive methods	;	from nearest	village school ring Buildings	
Fire Protection: List the Fire extinguishers	rooms in which	h any of the	following fire	e apparatus is foun

					Name of School
					Detic Scor
ool 5-year period)		Average			
	1				
-					61418
-	1				Legol
	No. of Concession, Name of Street, or other Persons, Name of Street, or ot		The second second	-	The second secon
		Roff feb	Laninin	-	Cost of Site
	1				
481	.57		.31		width of Sile
		-37	100		pol8 lo sent
	. 53.08	-37.ps	31.08		
			-9		
		100	371		
- 37	1.47	.33		-	
and the same of th	-37	37.p2			
,31,p2	idl.ps		-		
-	-	-	-		
	. 37	+4	132		
.37 .37.pa	. 32	1.37			
42 80	1.17.08				
from school			om 2-3 mile		From I-2 mile radius Persenbage of Site Used F Lawrs & Landsages   Build
Total	ardening		Resren	- agmin	100
R	14				
-	non		DIES SHAR SOA		
		duan	the engiron		isst the strrective featur
-					
			reatures		the unattractive and unsa
rural school ;	dasteen booses lings school agnibiling	s a nearcab vo	urel school tron cter of commu		Travel: Distance from near third nearest rural school Cite evidences of general
					Highways
-					Progressive methods
ibnuc'i si sujaraqqa	llowing fire	y of the fo			Fire Protections List the Fire extinguishers Date of last filling of fi
-	relant	res oldenod			
-					Toproperly goldies of the
erusoines loore		eating apparaing	de paroja laire	date 5	basement celling Threproof

Stairways	Num- ber	Handrails Provided?	Kand	Height of Riser	Tread			Maximum capacity of
To basement								Basement
To second floor								Second Floor
			D:	0.0	1 1 1			
Are stairways er	nclose	d	rireprooi	OI .	wnat mat	erial cons	structed_	
Has basement out	side	exit	List if	nportant	locations	where do	ors open	inward
		Ar	e outer do	oors equi	pped with	panic bo.	its	Are outside
fire escapes pro	vided	r	ire gongs	Da Da	tes of la	st b fire	drills	
<del></del>		<del></del>			required '	to empty i	building_	
Are outer doors					7			
Janitor Service:	Doe	s janito	r remain	on premis	es during	school ho	ours	
Method of cleani mopping Frequency of cle hours Dusting	ng:	Dry sweet	ping	Vacu	um cleane	r	Freq	uency of
mopping		Sweep	ing compor	und used			Ciled f	loors
Frequency of cle	aning			Befor	e school	hours	Aft	er school
hours	Du	ring sch	ool hours		How los	ng before	or after	
Dusting		Dry	cloth	Oil	ed cloth	Not	t at all	
What evidences	f eff	icient c	leaning se	ervice pr	evail			
					***************************************	- marine State		
Check type of Ar	tific	ial Light	ting Syste	em used:	Oil lamp	s gas	elect	ricity
Is the lighting	direc	t, indir	ect, or se	emi-indir	ect		Number	of electric
outlets in class	rooms		Corrido	ors	Is art	ificial li	ight prov	ided in
toilets	Ade	quacy						
		-						and the same of the same of
Schedule and Eme				e of bell	used		IS	community
telephone connec								
Check type of Wa	ter S	upply:	Community	water sy	stem	Deep dri	iven or b	ored well
Dug well	Spri	ng	Neighbo	or's well	•	Has press	sure tank	been in-
stalled 0	asoli	ne pump	livioto	or	Date of	last scien	ntific te	sting of
water supply			Results			Name loc	cations o	f drinking
fountains				Are	these four	ntains sar	nitary	
fountains In good operating	g con	dition _		Number of	washbowl	s	Locati	on
Soap provided	T	owels	Kind		Hot wa	ter Bat	ths Ki	nd
Location				•				
Toilet System: I	Locati	on			Sanitary	condition	n	
No. of boys' toi	let s	eats	Urinals	s N	o. of gir	ls' toilet	t seats _	
Toilet provision	s for	teacher	S	Jani	tor	Type o	of seats	
Arrangement		Type of	urinals	A	rrangemen	t	Seclusi	on
Entrances : Num	iber o	f	Туре	45		Condition		
Type of foundati	on				Condition	to be a second or second or		
Type of roof					Condition	n		
Has the building	a ba	sement	What i	s its de	pth below	grade		
Ratio between wi	ndow	area and	floor are	ea of bas	ement			
List the uses me	de of	basemen	t					
Has the building	a ve	stibule	List	the use	s made of	vestibule	9	
Is vestibule pai	nted	Co	lor	Are s	eparate c	loakrooms	provided	
Number Are	hook	s adjust	ed to heig	ght of ch	ildren	Is natu	ural ligh	t provided
in cloakrooms	A	re cloak	rooms unde	er teache	r control		Are clo	akrooms
painted	Color						-	
	-							
Corridors		Width	Length I	Lighted	Used as C	loakroom	Obst	ruction
First floor								
2nd floor								
Check kind of He Hot air furnace	ating	System:	Wood stor	re G	as stove	Jao	keted hea	ter
factory By	whom		List					
heated								factory
heating	-			Is th	ermostatio	c control	provided	
Date of last off	icial	boiler :	inspection	1				
Check kind of Ve	ntila	ting Sys	tem: Natur	cal circu	lation	Window v	ventilato	rs
Gravity system we supply Mec	rithou	t exhaust	taccelera	ators	Mechan:	ically fur	rnished f	resh air
supply Mec	hanic	al exhau	st of foul	air	Is the	system re	eported s	atisfactory
By whom								

montant ito all	of Length of						
TO VITORORO   COROTI	F BROTE 1 S	2017				Tod	Bealivers
the sent					- Contraction		
						-	To present floor
							ACEA L CORDORS OT
brawar nego are oblighte Are outside	one where doe		dhataoin	in andart			Are stairways eta
abinauo anA st		THE SHOOT			TIXO		
		to sed	ell.		100		
	ed to empty i			Sound ar	-		
Frequency of Areguency of Area allows as allow		4	BNUG	of Fooder	malant L		
	nd London see				Spring in		
Frequency of			mary no	- Hismen-	tog tust en		Janitor Bervice
grooff belio	-					iggi	
Arter school	arword In	odes as	TATES.		daews		
Testa To	long before			annod Inc	des es to		
Ils ts s		olo bol	10	district		III.	Notice and a second
	The second second second			a animani	7		
					a Amointo	19 10	Mast syldeniese
Vitolatosla	ney sque	1 110		ting Syst			
States to reducit			comi-indi	net; or		arriba	
ight provided and							der of a statement
electricity Number of electric lent provided in					Vogues		
vylinumics al		Bower T	Fad De a	- Fr	man de la constitución de la con		
lisw bered no new !	Theen dr		a made and		Depraoru		telephone comme
sure tank been in-	Has pres				Aladas	redel	Check type of
to gardent office		e tal		end tan	aur.		
antinist to snortan		2000	100	to the same of		Dasol	stalled
Vietini				SATERBIT	*	-	Aldding angen
Location	alwoo	Hann h	n madmult	-	The State of the S	-	fountains
iven or bored well sure tank been in- ncific testing of cations of drinking mitary Location the Kind	B godew J			Ton 47	HOLFIDA		Tu Good obelant
	-	-	-	-	alumui.	-	boptaod depg
110	disibnos vand			-	no fi	toon	Location
adees de	lios talving	20 ,08	al	Urina	Ritage		Invest Sector
edaes to	Type	303	rel	25	edonos ve		Location Tollet Species No. of boys' t Tollet provisi Arrangement Location
Section	James	Arrang		elenino 3	Type o		
- P	Condition		96	Typ	70	Tadmil	Entrances : I
-					-	molds	Type of founds
-	no 151	biroo					
	sherg wola	depth b	asi at	What		de Servi	
	-			a roofs p			Ratio between
	485	A TIOM A DE	n to Bath	a roofi b	ds some w		Type of roof Has the build Ratio between List the uses
looklyon a	e of westibu	Den sos	ures or us	d floor	na sora w of baseme vestibule	minde made and and	Ratio between List the uses Has the buildi
boblyong a boblyong a	e of westibu	son mad	a and dal	id nole	of basemer vestibule 8	made a	Has the uses Has the builds
lo lo provided burni licht provided are cleakrooms	e of westibu	son mad	a and dal	id nole	of basemer vestibule 8	made a	Has the uses Has the builds
doblvord a provided bookward light provided Arc closkydoms	e of westibu	son mad	a and dal	id nole	of basemer vestibule 8	made a	Has the uses Has the builds
*	uditaev lo e moculeodo str un al m Ionti	sos med sopere childre her con	a sht to Are Appt of Mor test	ologo and or help the	one and in some of the sound of	ebam ing a interest	Het the week Has the builds if westibule in the builds in alougrooms
*	uditaev lo e moculeodo str un al m Ionti	sos med sopere ohlldre her con	a sht to Are Appt of Mor test	ologo and or help the	one and in some of the sound of	ebam ing a interest	Het the week Has the builds if westibule in the builds in alougrooms
go facusted0	o of westibute of the decider of the	soe med sopers ohlldre her con	ora to be to	id refe	or basemed vestibale of C C C C C C C C C C C C C C C C C C	abam a gni odniso od oni	Het the uses Hes the builds Is restibule plumber in cloukrooms painted
go facusted0	o of westibute of the decider of the	soe med sopers ohlldre her con	ora to be to	id refe	or basemed vestibale of C C C C C C C C C C C C C C C C C C	abam a gni odniso od oni	Het the uses Hes the builds Is restibule plumber in cloukrooms painted
go facusted0	o of westibute of the decider of the	soe med sopers ohlldre her con	ora to be to	id refe	or basemed vestibale of C C C C C C C C C C C C C C C C C C	abam a gni odniso od oni	Het the uses Hes the builds Is restibule plumber in cloukrooms painted
go facusted0	o of westibute of the decider of the	soe med sopers ohlldre her con	ora to be to	id refe	or basemed vestibale of C C C C C C C C C C C C C C C C C C	abam a gni odniso od oni	Het the uses Hes the builds Is restibule plumber in cloukrooms painted
go facusted0	o of westibute of the decider of the	soe med sopers ohlldre her con	ora to be to	id refe	or basemed vestibale of C C C C C C C C C C C C C C C C C C	abam a gni odniso od oni	Het the uses Hes the builds Is restibule plumber in cloukrooms painted
Obstruction  Obstruction  of the seported satisate of unsatisfactorily  of unsatisfactory	o of westibusts of the decident of the converse of the convers	see mad sopers ohildre her con water i water i	bed the u	id refe	or basemed vestibale of C C C C C C C C C C C C C C C C C C	abam a gni odniso od oni	Hes the week Has the builds Is restibule ; in clockrooms painted Corridors Ind Floor Check kind of Hot air furne
Obstruction  Obstruction  of the seported satisate of unsatisfactorily  of unsatisfactory	o of westibute of the decider of the	see mad sopers ohildre her con water i water i	bed the u	id refe	or basemed vestibale of C C C C C C C C C C C C C C C C C C	abam a gni odniso od oni	Het the week Has the builds Is restibule p Annber In clockrooms painted First Tionr Ind the core Isotory Isotory heated
Obstruction  Obstruction  Obstruction  Is is seported satisate of unsatisfactorily of unsatisfactory of provided	o of westibusts of a decider of the contract o	cas standard water last are con water last are constant a	to the unitable of the control of th	id reference of the second we second with the second reference of the second r	of baseme levestibule of color of color	dbam a gai edaiac odaiac odaiac loo loo loo loo loo loo loo loo loo lo	Het the week Has the builds Is restibule p In clockrooms painted First Tionr Ind the constant Index kind of
Obstruction  of the dester  le is seported satisate of unsatisfactorily of unsatisfactory of provided	o of westibusts of the desired of the contract	cas standing water last are con water last are constant a	and dall or and dall oved dell to the dall of the dall	langth woods a langth baller books a langth baller	or baseme veskibhle die edjus Are eles or ng System Steam	abam a gai admiss ad and loo loo loo loo loo loo loo loo loo lo	Hat the was hild has the builds hamber in clockrooms painted that there was that of the batter heated heating the color hamber heat of the color heated the colors heated the colors heated the colors had of the colors heat of the colors when colors heat of the colors when colors heat of the colors and colors heat of the colors and
Obstruction  Obstruction  Is is seported satisate of unsatisfactorily of provided  w ventiletors  Ournished fresh air	of vestibusts of the control of the causes of state control of the causes of the cause	Day on so	baddall land of the tent of te	langth Langth bailer and a language to bailer bailer and a sacel	or baseme veskibhle de colos oke odjus or ng Syeker Skeum laster Si	abam a gai admiss ad and loo loo loo loo loo loo loo loo loo lo	Hest the week Has the builds Has the builds Is restibule a in clockrooms painted Corridors That floor Hot air furne heated heated Description
Obstruction  of the dester  le is seported satisate of unsatisfactorily of unsatisfactory of provided	of vestibusts of the control of the causes of state control of the causes of the cause	Day on so	baddall land of the tent of te	langth Langth bailer and a language to bailer bailer and a sacel	or baseme veskibhle die edjus Are eles or ng System Steam	abam a gai admiss ad and loo loo loo loo loo loo loo loo loo lo	List the uses Has the builds Has the builds Is restibule a in clockrooms painted Corridors Check kind of Heater

## DETAILS OF THE CLASSROOMS AND SPECIAL ROOMS

	PARTIES AND AND AND ADDRESS OF			
1. Room				
2. Grade				
3. Pupil capacity				
4. Pupil enrollment				
5. Dimensions Length, ft.				
6. Width,£t.				
6. Width,ft. 7. Height ft.				
8. Floor area, sq. ft.				
9. Area per child of pupil capacity				
10. Area per child of enrollment				
11. Area per child, 40 in class				
12. Total cubical contents, cu.ft.				No. of the last
13. Cu. ft. per child of pupil capacity				
14. Cu. ft. per child of enrollment				
15. Cu. ft. per child, 40 in class				
16. Number of windows, front				T THE
17. left				
18. rear				
19. right				
20. No. of windows size x				
21. x				
22. x				
23. x				
24. Window glass area - sq. ft.				
25. Ratio window area to floor area				
26. Width of mullions inches				
27. Distance - 1st window-front wall				
28. Height of windows from floor				
29. Height of windows from desk tops	A 18 5 6 -			
30. Distance - window top to ceiling				
31. Finish of wall				
32. Color of wall				
33. Type of blackboard				
34. Height blackboards from floor				
35. Window shades - Type				
36. Color				
37. Book closet				
38. No. adjustable desks				
39. No. non-adjustable desks		PERSONAL PROPERTY.		
40. No. sizes non-adjustable desks				The state of the s
41. Kind of teacher's desk				
42. Check rooms having clocks (V)				
43. Check rooms having fire extinguishers	Lattonia	Billian Santa		
44. Check rooms having artificial light				
45. Check rooms having thermometer	The second second			
46. List other equipment here	ALL DESCRIPTION OF THE PERSON			
	Annual Lines			
	The same of the sa			
				The second second

#### DETAILS OF THE CLASSROOMS AND SPECIAL ROOMS

	I. Room
The second secon	Danie S
The second secon	3. Pupil capacity
	4. Pupil enrollment
	5. Dimensiona Langth, ft.
	AND AND PROPERTY OF STREET
	O Width It.
	7. Hoteho ft.
	S. Finor area, sq. ft.
	P. Area per child of publi capacity
	10. Area per child of enrollment
	II. area per child, 40 in class
	.Ja. Total contraction Lagor .Sf
	15. Du. et. per onild of pupil onpacity
	themilione to billo nee . 27 . 100 . 21
	lb. Cu. Th. per child, 40 in class
	18. Number of windows, fromt
	17. left
	19. right
THE RESERVE THE PARTY OF THE PA	20. No. of windows size x
	X .50
	21. x x x x x x x x x x x x x x x x x x x
	25. Hatio window area to floor area
	25. Hatio window area to floor area 26. Width of mullions inches
	Nisw Shorl-wobnew sel - wenesteld .YS
	80. Height of windows from floor
	29. Helent of windows from desk tops
	11 White of white and 18
	Ilaw to tolor .56
	55. Type of blackbeard
The second secon	84, Helght blackloards from floor
	35, Window sindes - Type
	10100
AND DESCRIPTION OF THE PARTY OF	ST. Book eleset
	and the ed that all deaks
	33. No. non-adjustable deaks
	40. We stree non-adjustable desks
	41. Kind of teacher's deak
	(2. Check forms having clocks (V)
	43. Cheek rooms baving fire extinguishers
	Af, Cherk rooms having artificial light
	45. Creek rooms having thermometer
CAMPAGE CONTRACTOR STATE OF THE PARTY AND ADDRESS OF THE PARTY AND ADDR	in hist other equipment here
THE RESERVE TO SERVE THE PARTY OF THE PARTY	
DESCRIPTION OF PERSON STATES AND PERSON STATES	
	The state of the s

# SCORE CARD FOR RURAL SCHOOL BUILDING Score of Building

		1		2		3		1			2	3	5
I. SITE	100				1		E. Schedule & Emerg. Equip.						
. Location							1. Clock						
l. Accessibility							2. Bell						
2. Environment							3. Telephone						
. Drainage							4. First Aid						
1. Elevation							F. Water Supply System						-
2. Nature of Soil						1 2 3	1. Drinking						
. Size, Form and Use						1	2. Washing					,	-
FLAGPOLE							3. Bathing						-
II. Building							4. Hot & Cold					-	
. Placement		100		-	+	-	G. Toilet Systems					1	-
1. Orientation		-	-		-	-	1. Placement						-
2. Position on Site	-		-	-	-	-	2. Fixtures						-
3. Gross Structure					-	+-	3. Adequacy						-
		-			-	-			-		-		
1. Type			-			-	4. Seclusion Condition,		'		1	1	
2. Material				-	-	-							=
3. Height		_				-	IV. CLASS ROOMS						
4. Roof					_	-	A. Arrangement						
5. Foundation							B. Constr. & Finish						
6. Walls							1. Size						
7. Entrances							2. Shape						
8. Aesthetic Bal.							3. Floors						
9. Condition							4. Walls						
.Internal Structure							5. Doors						
1. Stairs & Corr.	The same						6. Closets						
2. Basement	7						7. Black. & Bull. Boards						_
3. Color Scheme					-	1	8. Color Scheme						
4. Attic						_	C. Illumination						-
III. SERVICE SYSTEM					-	+-	1. Glass Area						
. Heat & Ventilation					-	+	2. Window Placement						-
l. Kind				-	-	-	3. Shades	-		-			-
2. Inst. & Dist.					-	-	D. Cloakrooms & Ward.	-		-			-
3. Air Supply							E. Equipment	-	-				-
3. Air Supply				-	-	-							_
4. Fans & Motors			-				1. Seats and Desks						
5. Temp. Control							2.Teachers' Desks						
Fire Protection							3. Other Equipment						
1. Apparatus							V. SPECIAL ROOMS						
2. Fireproofness							A. For General Use						
3. Exits							1. Play Room						
4. Light Inst.							2. Community Room						
. Cleaning System							3. Library						
1. Kind & Equip.							4. Lunchroom						
2. Efficiency						1	B. Off. Consult. Rm.						
. Artificial Light					7.7	-	C. Other Sp. Ser. Rms.		-				-
1. Gas or Elec.	-			-		-	1. Industrial Arts						-
2. Outlets & Fixt.				-	-	-	2. Household Arts						-
3. Illumination					-	-	3. Fuel Room					-	-
J. LII WIII III CI UII	Carlot of		-		1		N . ruel Hoom						

## SCORE CARD FUR RUBAL SCHOOL RUILDING

			-		
	Model I				2013 ups 3 - 3
					La Maria sangle al
	amphagelat .6				danmerival .S.
	BIA Sault A				
	Causters Vigano meter to		-		roltavsIQ I
	anduring .1	-			Platene of Sell
	S mening				est bus work onthe
	3, 76743 .8				
		The Real Property		and the last	
	elou s dou				anabaron all
		1			· Smothern A
				-	
	T. Michigan				arks no noisteel s
	5. Adequacy				er drove deriging
	mouth month in the second		land a		
			-		Telanter as
	IV- CLASS ROOMS	Take I will			the Hotelst
	SONGO COTTO				
	2. Snaps			THE STATE OF	Purchastrust -V
	310011 -8				THE STUDIOS STREET
					companying ton obstace
					L. Costes & Cores
	abrood little a stock of				
	engine to lot as				
	on all to Louis and				00000
	1, Gless Ares		Anna Paris	The species	PRINCIPAL SOLVERS SHEET
	Jaconos Fiscones				
	235 250 30	-			
			-	prince	
and the same of th			-		
		-			
		-			
	I determined made to				
	The state of the s	part to the same		-	200
	A CONTINUE OF STREET		fra fine	-	
	A. For Gaueral Use	Company of		-	
	1 Piny Roms	- Anne in	-	-	stind .8
					within thinks of
	growing my a				an cups as hour as
	De Otator Spe here done				Course the service of
			3		

#### Score Card No. 2

### BUILDING

General Construction	100
General Condition	135
Lighting	75
Heating and Ventilation	70
Sanitation	60
Cloakrooms	35
Closets	30
	505

## GROUNDS

Size, location and Condition	50
Appearance	20
Playground Facilities	65
	135

## EQUIPMENT

Furniture	55
Blackboards	50
Textbooks	145
Miscellaneous	110
	360

Sequence Sequence 100 2

Sequence Sequence 100

Sequence Sequence 100

Identice and Sequence 100

Sequence 100

Clearing and Sequence 100

Clearing 100

Cle

There

E CONTRACTOR CONTRACTO

D unexchell

New Local Services

oli avenazionelli

one the summaries and a

TENTATIVE	RATING	SCALE	FOR	RURAL	SCHOOL	BUILDING	AND	EQUIPMENT
						Building	No.	

In using this scale, the examiner should rate each item as either present or absent, i.e. the item should be rated as either the standard value or zero. In any given section or sub-section only one starred (\*) item should be checked.

	I. BUILDING	tandard Value	Assigned Value
A	GENERAL CONSTRUCTION		
	*1. Built of brick or stone	20	
	*2. Built of cement or stucco	15	
	*3. Frame construction	10	10
	4. Concrete or stone foundation	10	10
	5. Finished basement	10	0
	C Not loss than 15 as the action and	10.	
	6. Not less than 15 sq. ft. of floor spac per pupil	15	10
	7. Rooms not under 12 ft. in height	10	10
	8. Well-constructed steps at no fewer than two entrances	5	5
	9. Steps railed	5	0
	10. Roof of fire resisting material	10	10
	22 04-1		
	11. Stairways adequate in width (Complying with state law)	5	5
	12. Stairways of proper pitch (complying) with state law	5	10
	13. All doors open outward	5	0
	Maximu	m 100	70

Note: On this score card the assigned values and the final score were those obtained in rating one of the buildings.

	passade no minues no difere una
01	
20-	
	decement newshirt at

seeds over coor leaft out hou session bengines and true armos side of intelligent

В.	GENERAL CONDITION		
	*1. Less than 5 years old	30	-
	*2. Between 6 - 10 " "	15	
	*3. " 11 - 15 " "	10	
	*4. " 16 - 20 " "	5	5
	5. Windows tight with locks in working order	10	10
	6. Doors tight with locks in working order	10	10
	7. Roof water tight	10	10
	8. Chimney in good condition	10	10
	9. Gutters in good condition	10	0
	10. Downspouts in good condition	10	10
	11. Exterior well painted or stone work well		
	pointed	15	
	12. Wood floors oiled or waxed	10	10
	13. Ceilings clean	10	10
	14. Walls olean	10	10
	15. Walls painted in neutral glare proof tones	10	10
	Maximum	135	85
C.	LIGHTING		
	1. Window glass area at least 1/6 to 1/5 of floor area	20	20
	2. Windows proper height from floor	10	10
	3. Minimum of 20 foot candles for each desk	10	0
	4. Artificial lighting glareproof	10	0
	*5. Window light unilateral	15	0

	DAL CHURTOF		,Œ
		.8	
	digit retar look	.7	
	natitions in good at avesting		
		10,	
		.II.	
		.01	
		LS.	
	valls painted to testinal place proof tene	is.	
10			
		· de	

		*6. Window light from back and rear of pupil	10	0
		7. Double roller shades for windows	5	0
		8. Automatic light control	5	0
		Maximum	75	30
	D.	HEATING AND VENTILATION		
		*1. Jacketed stove or furnace	15	15
		2. with humidifier		
		3. with fresh air intake	10	10
		4. with foul air vent or outlet	10	0
		*5. Steam or hot water heat	35	Service Contract of the Contra
		6. with boiler in basement	10	
		7. with modern ventilating system	15	
		8. Windows can be raised and lowered	5	5
		9. Windows equipped with window boards	5	0
		Vaximum	70	20
	E.	SANITATION		
		*1. Sanitary toilets conforming to state regulation	25	
		*2. Outbuilding widely separated	5	0
		3. well painted, free from defacement	5	0
1		4. Provisions for washing face and hands (basins)	10	10
		5. Sanitary drinking water facilities	15	15
		6. Paper towels	5	5
		7. Soap dispenser	5	5
		Maximum	60	35

	de with four air were or outlet
	discount at multipl days .b
	T. with codern wentlighter ayetem
	abrand which down bendings smolal at
	As well pointed, from form defendant
	when he stat making for and head out hands
	7. Roap (Lapenies
25	

F.	CLOAK-ROOMS		
	1. Adequate in size	5	5
	2. Separate rooms for boys and girls	5	0
	3. Heated	5	0
	4. Sufficient clothing hooks	5	5
	5. Hooks correctly placed	5	5
	6. Compartments for lunch boxes	5	0
	7. Compartments for lunch boxes locked	5	0
	Maximum	35	15
G.	CLOSETS		
	1. Closet for general school supplies	15	15
	2. Janitor's supply closet	5	5
	3. Closet for books in each classroom	10	10
	Maximum	30	30
	II. GROUNDS		
A.	SIZE, LOCATION AND CONDITION		
	1. In a safe location	20	0
	2. Approximately 30 sq. ft. per pupil	15	15
	3. Well drained	10	10
	4. Surfaced	5	0
В.	APPEARANCE		
	1. Neat and well cared for	10	0
	2. Graded and landscaped	5	0
	3. Shrubs and garden for beautification	5	0

Is Adequated in sixus	
I. In a safe incested	
E. Agargathanoly 80 eq. At. per pupil 15	
2. Pall designed 11 at 19	
Q American at	

1. Playground for baseball, etc.	20	(
2. Swings (two or more)	5	
3. Teeter-boards (two or more)	5	
4. Volley ball court and balls	10	
5. Additional play equipment	10	
6. Drinking water	15	
Maximum	135	25
III. EDUCATIONAL EQUIPMENT		
FURNITURE		
1. Adjustable desks and chairs	20	20
2. Individual desk and chair units movable	10	(
3. Teacher's desk with lock drawer	10	10
4. Adjustable chair for teacher	5	-
5. Two or more other good chairs	10	10
Maximum	55	4
BLACKBOARDS		
1. Sixteen or more linear feet per room	20	2
2. Made of slate	10	_10
3. Correct height (24 to 26 inches)	10	-
4. Chalk trays	5	
5. Sufficient noiseless erasers	5	

	C. VENCINDAY DECEMBER
	(arms no ced) abrandedades . 5
	alles bun denne lind gellov . A
	emsbodii

c.	TEXT BOOKS AND SUPPLEMENTARY SUPPLIES		
	L. Textbooks modern	25	25
	2. Textbooks sufficient in quantity	25	25
	3. Covered wall maps of world	5	5
	4. Covered wall map of United States	5	5
	5. Covered wall map of New England	5	5
	6. Covered wall map of Massachusetts	5	5
	7. Globe not less than 12 inches in diameter	5	5
	8. Large dictionary	5	5
	9. Large dictionary with standard or shelf	5	0
	10. School library (not fewer than 25 books conforming to state reading lists for each grade above third)	25	25
	11. Set of some standard encyclopedia	10	0
	12. Encyclopedia adapted for children	15	0
	13. Atlas	10	0
	Haximum	145	105
D.	MISCELLANEOUS		
	1. Thermometer	5	5
	2. Pencil sharpener	10	10
	3. First aid outfit	15	15
	4. Sufficient fire extinguishers	10	0
	5. Flexible mats at doors	5	0
	6. Wastebaskets	5	5
	7. Cleaning instruments and materials	10	10

	h. Textbooks modern	
	3. Testbooks sufficient in quantity	
0		
0		
		.0
	1. Thornsonbur	
. 4.		

8. Wall pictures		10 1	10
9, Manual training equipment		10	0
10. Some equipment for training	in clothing	10	0
11. Some equipment for training	in foods	10	0
12. Radio receiver		10	0
	Maximum	110 5	55

 Building
 505
 285

 Grounds
 135
 25

 Equipment
 360
 245

 1000
 555

Norms --- 1 room average
2 room average

	11. Come equipment for	
	15. Sadia reserver	

Seriates non parates

spenses men i --- tendi

In comparing the two score cards used, the one devised by the group of superintendents was the more recent (dated 1940) and it was found that greater speed could be made in scoring. The validity of this score card is not to be compared to the one devised by C. D. Strayer and N. L. Engelhardt (dated 1920) for in the latter, the opinions of about 250 judges were utilized in dividing among the sub-items the total number of points allotted to the ideal school situation. The median judgement of this group was used in each instance as a basis for determining the number of points to be allotted to any of the sub-divisions on the score card.

In sequential the two soors mard, the more prosent of the set of the proof of the sequential terms of the set of the sequential terms of the sequence of the s

### SURVEY

Permission to visit the various schools to be scored was obtained from the superintendents of schools of the different districts.

Sites

The procedure followed in each case was to examine the school site with respect to the amount used for I. Lawns and Landscape; II. Buildings; III. Recreation; IV. Gardening. Mone of the school sites showed any evidence of lawns or plantings around the school building. In all cases the lot had a very rough surface and, where grase was in evidence, it showed that it was seldom cut. The school grounds in one case were so low that after rainy weather the area in front of the main entrance was either covered with mud or water. It was found in every case that the buildings took up a very small part of the site, leaving ample space for playgrounds for both girls and boys as well as a plot for a school garden. In each instance, the entire area was used as a playground -- no particular section being set apart for either play or gardening. The play apparatus for the children at most schools was very inadequate and at three schools none was found at all.

All schools visited, with the exception of one, were located in small, rather attractive communities where the houses seemed to be well kept, but it was surprising to note the lack of pride in the local school grounds.

postation can become of as alcohol suctions and that as and alcoholists and assets and assets as a successful and the alcoholists and assets and assets as a successful as a s

The proceeding tenthogod in own case were an an exemple the princed with the process of the second to the second tenthogon of tenthogon of tenthogon of tenthogon tenthogon of the second tenthogon tent

All selected what also are applied on the state of the least of the least of the select to be until the select of the least of the least of public in the least

### School Buildings

Every school was of the one-story type, with fire resisting roofs. The outside paint was poor, except at two schools, which had been recently painted.

Building foundations were made of stone or cement and all were in good condition.

Only three schools had basements and of these, only two had inside entrances to the basement. Foundation walls, with one exception, were of uniform height -- approximately two feet above the ground line. Where there were basements, the natural lighting was very inadequate.

None of the buildings were fireproof -- all of them having been built at least thirty years ago.

There were usually two main entrances to the building. The doors were located in the front, opened out, and were three by seven feet in size. These were kept unlocked during school hours.

### Classrooms

Maximum pupil capacity per room ----- 36

Maximum pupil enrollment per room ---- 26

Minimum pupil enrollment per room ---- 12

Maximum floor area per room ----- 990 sq. ft.

Minimum floor area per room ----- 540 sq. ft.

The greatest area per child of pupil capacity was twenty-seven square feet and that of child enrollment was thirty-eight square feet.

The greatest number of cubic feet per child of pupil capacity was 462 and that of child enrollment 533.

# spelliffed fooded

The outside paint was poor, except at the unhabit, which had been recently paint been recently painted.

at once ile bue duence on enths to their ever samifation? gribling

Only three solutions had benesoned and of these, only two had incided onto the contraction, owns of uniform height -- approximately two feet above the ground line. There there were instead the interest and line there were instanced.

form of the buildings were firepress -- all of then having been built at least thirty years ago.

There were meadly too main entereded no the building, The doors in the or a serie of were in the following and were the series in the series i

# Cinserous

Distinct pupil conditions per room ------ 20

Sections pupil conditions per room ------ 25

Sections floor area per room ------ 250 aq.

Sections floor area per room ------- 250 aq.

never-wheet are vilarion lique to billio may send sending will appear foot. Foot was the feet was the foot of the feet of the part of the greatest and the feet of the feet of the greatest and the gre

Natural light came from the pupils' left in one building only; from the left and right in three buildings; and from the left, right and rear in all other buildings.

The usual ratio of window area to floor area was 1:5.

The height of the windows from the floor varied from two feet eight inches to three feet six inches. The distance from the desk top to the window sill varied from six inches to eighteen inches. The wall space from the tops of the windows to the ceiling varied from eighteen inches to four feet.

### Interior of Walls

The walls and ceiling at all the schools visited were tinted according to the approved plan. The approved colors are ivory or creamwhite for the ceilings and light buff or dark cream for the upper walls. The finish of the lower walls at all schools but two was matched sheathing, stained and varnished. All vestibules and coatrooms were finished to match the classrooms.

### Blackboards

The material used for blackboards was found to be slate with one exception and then wall board was used which was painted black.

The height of the blackboards in the different schools varied from two feet to two feet six inches.

There seemed to be ample blackboard surface in all schools.

the left and right dans from the regile' left in one building color from the left and right and rear in all other buildings.

The usual residence from the filter than were the filter area was lab.

The beinger of the sindews from the filter warted from two feet eight the month to tries the tale to the the the the the tries the tale to the the the tries the test to the test the tale tries and the test and the tries the tries the tries of the tries that the tries of the tries the tries of the tries that the tries of the tries the tries of the tries tries to tree tries tries of the tries of tries of the tries of the tries of the tries of tries of the tries of trie

# lifer to relievel

-ne beints one sentent also all the approved only of grant on action and to grant on action of grant of grant on action and to daily of the approved only of the control of

# Binnettonie

The entering and them will heard was need which was painted when the entering of the collection and the entering to the blanch advanta from the fact to the fact of the fact of the trained advanta from the fact of the training of the fact of the f

there seemed to be sight blackboord surface in all selection

### Window Shades

All window shades were hung from the top of the windows -- a bad practice as that is the best source of light. Window shades should be hung so that they will admit light from any part of the window. There were only two schools where the color of the window shades harmonized with the color of the room. Green shades predominated.

### Closets and Storage Space

Every school had a storage space for books and paper but these were found to be altogether too small and with no means of natural lighting and, in most cases, no artificial light.

### Desks

All pupils' desks were of the adjustable type with ample space between the rows for passing. The teachers' desks were of the office type with the body raised from the floor to allow for cleaning underneath.

# Other Equipment

All artificial lighting was of the direct type except at two schools where semi-indirect lighting was used. In the schools where direct lighting was used it seemed to be insufficient to meet the pupils' needs.

## Fire Equipment

Only two schools had fire extinguishers and there were inspected at certain intervals to insure that they were in proper condition. The only explanation for the lack of fire protection that can be made is, I presume, that all these buildings were of the one story type giving ample time for the pupils to leave the building. The idea that the

## Window Blandwin

And a -- minimum out to not not not not not not not the wholes which we had not prevented as the case of the wholes wheely the source of the case of t

# name agreed has admended

news some some to a series of the last line of the last limiting of the last limiting and to a series limiting on a series limiting and the last limiting of the last limiting of

## N SURVIVE I

happe algorable copy of the adjustable and to were when 'all pa IIA colliss and to week the carries of the carries and the car

# James Land Land

siconias ont de deporte type dessit and le see guithight landilities like dessitation of the pulling of the pul

# Santralogic will

entraped one count has entropolation wat has alones out the countries of t

building might be saved seemed to be a minor factor.

Regular fire drills were conducted in all schools at least once a month and the time taken to empty the building varied from one to two minutes.

## Clocks - Bells

All schoolrooms had clocks and bells but the latter were usually the hand type.

### Cloakrooms and Vestibules

The school buildings all had two main entrances that opened into vestibules. These vestibules in every case were used as coatrooms with no attempt being made to heat them and with very poor lighting. The spaces set apart for cloakrooms were always so small that individual lockers could not be used. Hooks were fastened to the walls. These varied in height to meet the needs of the children of different ages.

Heating and Ventilating

# Heating equipment found was of three types -- the hot air furnace, the jacketed heater on the first floor of the building and also the

stove in the middle of the room.

Where the hot air furnace was placed in the basement it was not enclosed in a fireproof room. At one school, where this type of heater was used, it was found to be inadequate so extra heaters were placed in the classrooms. There were no foul air ducts noticeable in the walls or foundations of any of the buildings so it was assumed that ventilation was direct from the windows.

Fuel was found to be stored in various places -- in some cases in

-motor's unain a ed of homes heven of right galliful

necessary the column to apply the hallding world from one to two

# stinic - minite

not offered when weether his that he allow how adopt had amortance HA

# Cleaterson and Testibules

The school buildings all test two main entermous that opened into the control of the residual of the state of the control of t

# netralitasV Act putinell

Desting equipment found one or three types -- the het funcion the class and place the the political of the free that the the third of the roots.

There the hot air furnece was placed in the basement it was not beetler und to not the tite type of beetler was used, it was found to be inadequate as entre beatlers were placed in the class of the beatles as the class of the beatles are found and the class of the beatless of the class of the beatless of the class o

at nesse own at -- seesig sector it teres of of hard ow love

the basement; in one school, in a small room directly off the coatroom; and in two cases, in out buildings.

Water Supply Systems

Two schools were connected with a community water system. All others had driven wells and one of the schools had installed an electric pump. The majority of the schools were equipped with ordinary hand pump. This pump was frequently in the school building while others were on the school grounds, at least one hundred feet from the school building. It was observed in one instance that water was taken from the well of a nearby farm.

At only three schools was it actually known when the last test of the water supply was made.

Where a hand pump was used, each classroom was provided with a water cooler with a bubbler fountain attached. Often the water had to be carried some distance and then poured into the top of the water cooler.

At some schools the pupils bought their own glasses.

Paper towels and soap were furnished in all the schools and for wash-up purposes the agate wash basin was used except at two schools; one of which had a modern lavoratory and the other had an iron sink.

All of these schools could easily have had a pressure water system with modern wash bowls; for all were wired for electricity.

At none of the schools visited was any provision made for shower baths or hot water.

Do these constitute common espisament: anything in the day

the resempty in one sound, in a small room directly off the contracts

The seconds were educated with a computer water system. All others had driven wells and one of his schools had installed an simpleta pure.

The rejority of his schools were equipped with ordinary hand pusp. This pusp was frequently in the consol building while others were on the colool grounds, at least one hundred foot from the school building. It was observed in our instance that water was taken from the well of a manify form.

to deal there amend the mentally bears the last tent of

There a bend pure you was dead of contract of the saler and to be edder with a bendue of the saler with a bendue of the saler and the power lab the top of the saler declar. At woos saler the bound their man glacues.

Total ton alected and lin al bedstoud ever need how stored acquired to the selection. The selection and the selection of the selection and the selection and

. The contract and being a last proof of the contract of the .

As once of the selection was not bedded with a company of the shower

### Toilet Systems

This equipment was the most deplorable of anything found in any of the schools. Two of the schools had the toilets in the main building and one of these had modern flush toilets. All others were located in out buildings, usually in the rear of the main building. The toilets when located in out buildings had poor natural lighting and no artificial lighting. The buildings themselves were in poor condition and not at all secluded and very unsanitary. This condition could be easily remedied and should be, if these small communities insist in having their own schools. All that would be necessary would be to build a small addition to the main building. This would in no way detract from the appearance of the building, for that would be impossible.

### Cleaning System

All janitorial work was done outside of school hours. In all cases the rooms were swept with a broom. At none of the schools was sweeping-compound used. Most of the dusting was done with an oiled cloth and in the majority of cases the teachers and the pupils did the dusting during school hours. The floors were smooth in all the schools but most of them were very dark from repeated applications of oil. There was only one school where the interior finish was in real good condition; in all the others the paint needed cleaning and in some instances, should be repainted.

# Special Rooms

a) Library. In none of the schools was there a separate room set apart for a library but there was a reading table set up in the class-

# Toblat Systems

This equipment was now considerable of argining found in any of the solution will be solved and the solved and solved in the solved in the solved in the solved in the solved in this case of the metern flows believe. All others were bounded in own indicings, neededly in the rear of the male building. The solved in the indicing and no artificial about located in one buildings bad paor natural lighting and no artificial indicing. The buildings were in poor confident and too on all medicine and the solved in the solved in marked the solved in and the solved in and the solved from the appearance of the building, for that would be impossible.

# Desiring Systems

All justicers were away with a terms. At some of the schools was recepting—
the rooms were away to the action. At some of the schools was recepting—
one, was been been and the school was dure with an original call was to
the safety of owner the translation and the public of the schools and the
solved been a too for the state of the schools that the schools are the public of the
some way death from repeated applications of oil. There was maly one
school where the point are repeated in the real good emplification; it all the
school where the point are included the real to send instances, should be
recalabled.

# Sprotel Rooms

-mean not not up one alder guilbors a mer wants and yearful a not strange

room where the children did their reading. Every school was well supplied with book shelves and book cases. Another noticeable omission in all the schools was the general-purpose room which could be used for private conferences and could also be used as the teachers' room and visiting nurse's quarters.

### Lunchroom

This type of room was not found in any of the schools. At only one school was there any attempt made to serve the pupils hot lunches. Here a small stove was used to heat soup for the children.

In fact, the schools were so small that there was no space for these special rooms -- such as the library, community and general purpose room. Lack of space, I suppose, is the main reason why there were no provisions made for industrial and household arts.

### Scores

The highest total score for any one building was 558 points.

I Site.

Perfect Score 160 points Assigned Score
105 points
(Above score included
10 points for flagpole)

Flagpole: -- All the buildings had a flagpole. As it is a state law in Massachusetts that one be placed on the school grounds, all the schools were scored 10 points for this.

II Building

Perfect Score 200 points Assigned Score 126 points

III Service System

Perfect Score 250 points Assigned Score 155 points

IV Classrooms

Perfect Score 225 points Assigned Score 162 points

V Special Rooms

Perfect Score 165 points Assigned Score 10 points

### Summary

The whole rural school situation is very skillfully summarized in Recent Trends in Rural Planning by William E. Cole and Hugh P. Crowe when they state

"Only casual observation is necessary to indicate the intrinsic value of the rural school. In the city, even though the child is out of school, there is likely to be a public library, perhaps an art gallery, newspapers, magazines, human contacts in abundance, the cinema and the like, all of which are more or less educational. To the rural child most of these facilities may be lacking, which means that the school may possibly be the only educational agency, outside the home, in the community."

The improvement of the rural school building and its equipment is being encouraged by many states through its drafting and planning bureaus. This free service is available to those towns wishing such advice — thus reducing the expense of new construction to the actual cost of material and labor. Some of the modern structures show the result of this state planning system in that rooms and appliances are arranged so as to promote a progressive type of education. Many schools, because of their location, cannot be abandoned. Therefore, the rural school will always be with us and in order to give the child of the rural community an education comparable to the urban child, buildings and equipment must be elevated to modern educational standards.

### Remedy

The whole rural atmediation to very skillfully memorized in Second Brands in Servi Planeting by William E. Colo and Engh P. Crown when they shake

"Only massal observation is necessary to indicate the intrinsic value of the cold of the cold, there is likely to be a getlic library, persons any gellery, assapapers, magneties, human contacts in almoistace, the city of the library and the library and the library and the library of the cold and the lasting, which is the cold cold of the the cold of the cold of the cold and adventional agency, colded the cold of the cold o

The improvement of the next decided books from and the deplement of the interpretary and planning bureaus solid and planning the states and planning bureaus solid —— solid free a free trees the states of the stat

Rural School Plans

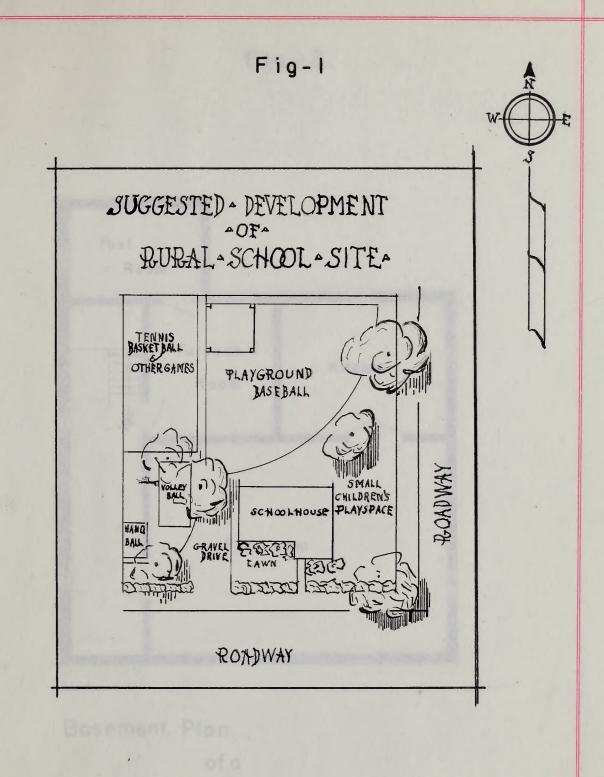
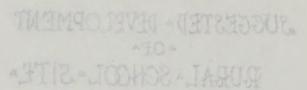


Fig-1



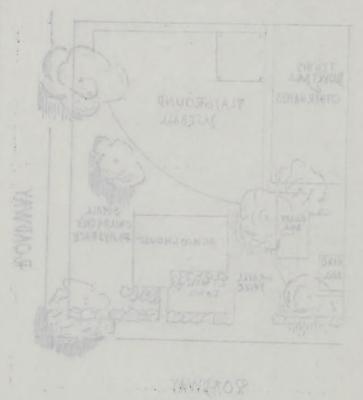
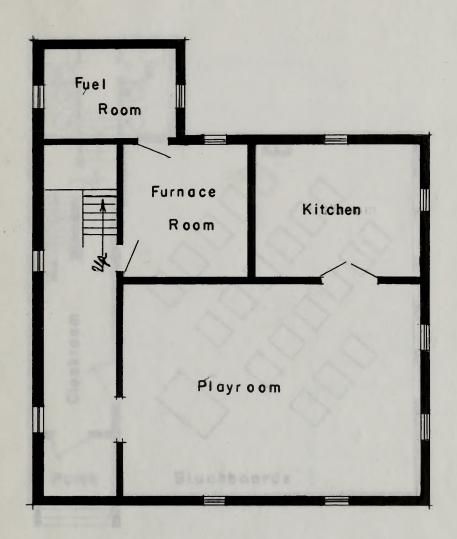


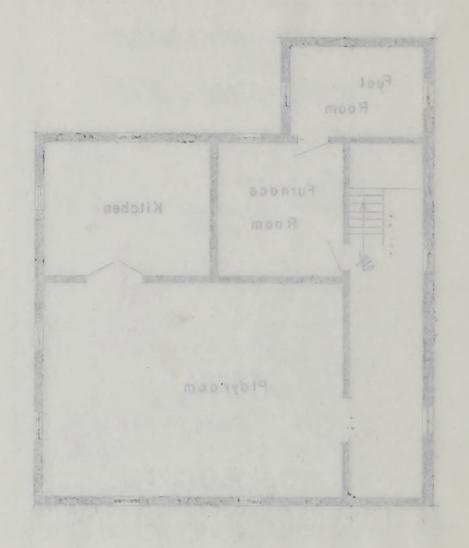
Fig.-2



Basement Plan
of a

Modern School Building

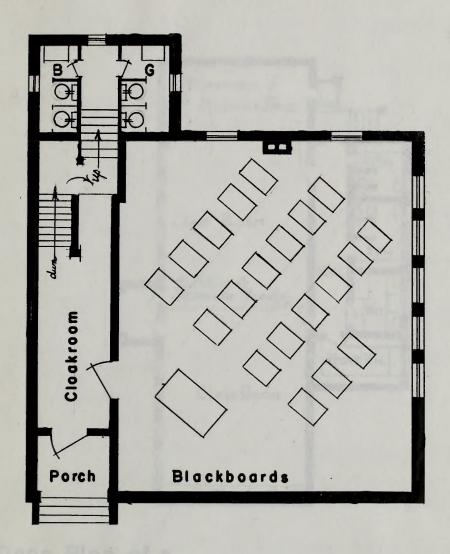
F19 - 2



Basement Plan
of

Madern School Building

Fig-3

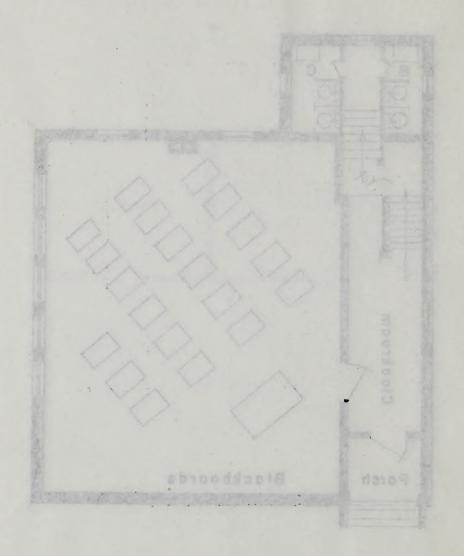


Floor Plan

of a

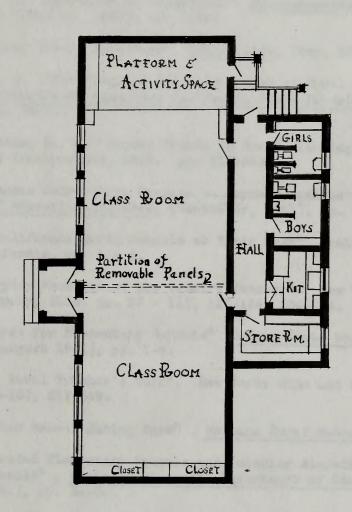
Modern School Building

Fig-3



Floor Plan
of a
Modern School Buildin

Fig-4

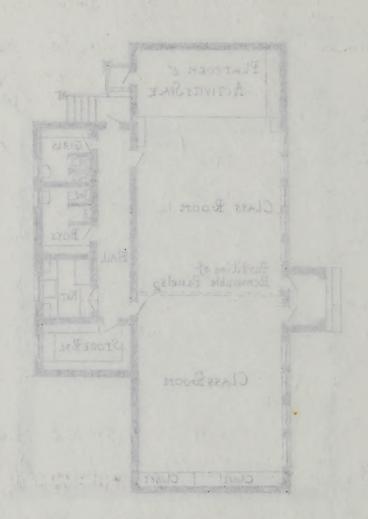


Floor Plan of a

Modern School Building

Without Basement

Fig-4



Floor Plan of a

Modern School Building
Without Basement

### Bibliography

- Ade, L. E. "Special Opportunities of Small Rural Schools" Commonwealth of Pennsylvania Department of Public Instruction, (March, 1939), pp. 3 95.
- "Annual Report of the Department of Education." Massachusetts Department of Education, (June 30, 1939), pp. 1-231.
- Barrow, A. "Planning School Buildings" School Life, (May, 1937), 2 4.
- Bursch, C. & Doyt, E. "The Planning and Maintenance of Rural Schools".

  Division of Schoolhouse Planning, California State Department of Education, pp. 24-30.
- Cole, W. E. and Crowe, H. P. "Recent Trends in Rural Planning". New York: Prentice-Hall Incorporated, 1937. pp. 418-453.
- Hall, W. F. "Arkansas Cooperative Program to Improve Instruction". State Department of Education Arkansas, (September, 1941). pp. 2 13.
- Larralde, J. A. "California Rural Schools at Their Best" Architect, Los Angeles, California. pp. 1 4.
- Lowth, F. J. "Everyday Problems of the Country Teacher". New York: The Macmillan Company, 1926. pp. 93 115, 136-154, 189-234.
- Putnam, R. "Standards for Elementary Schools" Oregon State Board of Education, (August 1941), pp. 1-6.
- Slacks, J. R. "The Rural Teacher's Work". New York: Ginn and Company, 1938. pp. 130-157, 317-349.
- "Standard or Superior School Rating Card", Montana Rural Schools, pp. 1-7.
- "Standards for Ungraded Elementary Schools and Superior Accredited Ungraded Elementary Schools", State of Minnesota Department of Education, (December, 1941), pp. 2-10.
- Turner, G. C. "Rural School Bulletin" Department of Education State of Kansas, (October, 1939), pp. 3-40.
- Wofford, K. V. "Modern Education in the Small Rural School". New York: The Macmillan Company, 1938. pp. 322-368.

### THE PART OF PRESENT

- distance "alocal term time to unidensus at the to in it was to the term to the term (March, 1970), (March, 1970
- January Manuel of the Separation of Helicalian." Manualland to tropolition of Leading Court and the Leading Co
- latron, A. "Planels John Buildings" Montal Life, (Nay, 1937), E 4.
  - Second to start of Haming and Maintenance of March School of Divertion of School Department of School of the Sent State School of School
- Colo, ". E. and Green, S. F. "Recent Treads in Dark Floreting". New York:
- Hall, W. F. "Arknassa Gooperative Program to Ingrove Instruction". State Department of Discontion Arknassa, (September, 1961). pp. 8 - 18-
  - Larrelde, J. A. "Cellioreta Norel Schools at Testr Seat", Archivect, Los
  - Inchi, F. J. "Everyday Problems of the Country Teasier". New York: The Mannillan Company, 1856, pp. 85 - 118, 138-156, 180-216.
    - Putting, M. "Standards for Elegantary Schools" Graces State Fourd of Lincapies, (August 1961), pp. 1-5.
    - Sleens, J. H. "The Rural Teacher's Work". Hew Turks Office and Company, 1958, pp. 130-157, 517-569.
- "Ottomberd or Superior School Reline Card" , Martine Stared Schools pp. 1-7.
- Presidence for Degraded Elementary Cabrola and Superior Accredited Ungraded Chicagons Schools, State of Microsope Department of Education, (December, 1941), pp. 2-10-
  - To and of the contract to the contract of the
    - Tofferd, E. V. "Hedern Education in the Real Lorest", New York;

	Date	Dud	
<b>JU</b> L 29	1942		
AUG 6	1942		
NOV 7	1942		
ner 31	1942		
FFB	131944		
FEE			
00118			
JUN 2 1	1951		
1 JUN 2:	6_195e* 1951 		
31.	130		
	Library Bureau C	at. no. 1138	



Thesis
Sheridan [B. 1942
cop. 2

NO. BF 250 P7 Embossed

Made by AUCO PRODUCTS, INC. Long Dissel City, N. Y., U. S. A.

